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ABSTRACT

This book presents 29 papers addressing critical issues in the education of the gifted. Papers have the following titles and authors: "Education of the Gifted and the Excellence-Equity Debate: Lessons from History" (Thomas R. McDaniel); "Comments on McDaniel's 'Education of the Gifted and the Excellence-Equity Debate'" (James J. Gallagher); "Teacher Assistance Teams: Implications for the Gifted" (James C. Chalfant and Margaret Van Dusen Pysh); "Critique of the Teacher Assistance Teams Chapter by Chalfant and Van Dusen Pysh" (Barbara W. Moller); "A Program Option for Advanced Learners" (Sharon K. Hooker); "A Reaction to Local Program Development as a Disjointed Enterprise" (Joyce VanTassel-Baska); "The Use of the Demonstration Teaching Model in Education of the Gifted" (Marilyn A. Rice) "Demonstration Teaching Another View" (Janice R. Szabos); "Becoming Content with Content" (Roger Shanley); "Becoming Content with Content: A Critical Analysis" (Gloria Grotjan); "Process Differentiation for Gifted Learners in the Regular Classroom: Teaching to Everyone's Needs" (Hilda Rosselli); "A Critique of Rosselli's 'Process Differentiation': Beyond Models" (Diane Orzechowski-Harland); "Differentiating Products for the Gifted and Talented: The Encouragement of Independent Learning" (Sally M. Reis and Gina D. Schack); "Critique of Reis and Schack's 'Differentiating Products for the Gifted and Talented'" (Sandy Lethem); "Differentiating the Learning Environment for Gifted Students" (Shirley W. Schiever); "Creating and Maintaining a Responsive Environment for Gifted Students" (Dorothy A. Sisk); "Classroom Management: An Expanded View" (Janet Conroy); "Critique of Conroy's 'Classroom Management: An Expanded View'" (Mary Vuke); "Individualized Teaching of the Gifted in Regular Classrooms" (Hazel J. Feldhusen); "Critique of Feldhusen's 'Individualized Teaching of the Gifted in Regular Classrooms'" (Margie K. Kitano); "A Learning Center Approach to Individualized Instruction for Gifted Students" (Roseanne Lopez and Joy MacKenzie); "A Step-by-Step Plan for Developing Learning Centers" (Helen D. Follis); "Mentoring: Expanding Learning for Gifted Students" (Willima R. Nash et al.); "Response to

'Mentoring: Extending Learning for Gifted Students'" (Jody Batten and Jan Rogers); "High School Internship Program" (Jeannette A. Bodnar); "An Expanded View of Internships" (JoAnn B. Seghini); "Independent Study: Panacea or Palliative" (Frances D. Burns); "Reaction to 'Independent Study'" (Reva C. Friedman and Tom J. Gallagher); and "Gifted Students in the Regular Classroom: What Practices Are Defensible and Feasible" (C. June Maker). Most papers include references. (DB)

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